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ABSTRACT

The activities in this book are idea starters for teaching about responsible behavior. The activities provide opportunities to discuss and reflect on personal and group responsibilities during daily activities in ordinary, familiar situations at home, school, in neighborhoods and communities. The ideas can be adapted and used appropriately in primary to upper elementary classes, with the discretion of the teacher and the needs of the students guiding how the activities are used in the classroom. The following components are included for each activity: (1) activity overview, a brief description outlining suggested steps to follow; (2) literature connection, a list of books on related topics to use in integrating instruction; (3) "ways I can use this idea," an opportunity for teachers to identify ways they can incorporate the suggested activities in existing lessons or units and to adapt to individual and class needs. Selected activities also include handout masters, copy-ready masters to support the activities. Example titles of activity units are: (1) "Recipes for Responsible Behavior"; (2) "Times When We Act Responsibly"; (3) "Behaviors that Bug Me"; (4) "Turn Over a New Leaf"; (5) "Room Responsibilities"; and (6) "Oops! Your Irresponsibility is Showing!" There are 26 activity units in all. (EV)

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Activities for Teaching Responsibility

Teaching Responsibility in the Elementary School Curriculum

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Introduction

"Responsibility is the willingness to accept the consequences of your own actions and performance. It means accepting a task, doing it to the best of your ability, and then standing by what you've done. It means living up to our commitments to friends, family, community, and country. Responsible young men and women don't pass their work on to someone else or leave it forgotten. They don't make excuses. They don't point fingers of blame.

To a large degree, responsibility boils down to knowing your obligations to others (and to yourself) and seeing that you meet those obligations. We often hear about our rights. What we don't hear about as much are the responsibilities that go hand-in-hand with those rights. For every right there is a corresponding responsibility."

William J. Bennett, *The Book of Virtues for Young People*

Overview of the Activity Book

The activities in this book are idea starters for teaching about responsible behavior. They provide opportunities to focus and reflect on personal and group responsibilities during daily activities in ordinary, familiar situations at home, school, in neighborhoods and communities. The ideas can be adapted and used appropriately in primary to upper elementary classes. The discretion of the teacher and the needs of the students should guide how the activities are used in the classroom.

Components: The following components are included for each activity:

- **Activity Overview** - a brief description which outlines suggested steps to follow
- **Literature Connection** -a list of books on related topics to use in integrating instruction

- **Ways I Can Use This Idea** - an opportunity for teachers to identify ways they can incorporate the suggested activities in existing lessons or units and to adapt to individual and class needs

For selected activities the following are also included:

- **Handout Masters** - copy-ready masters to support the activities

Features of the Activity Book

The following features of the activity book are designed to assist teachers as they develop social studies lessons and units or integrated units which incorporate several content areas. In particular, strategies and resources are identified which will promote the integration of social studies and reading and writing strategies. Connections to social studies skills are also emphasized. The suggested activities are designed to promote active, participatory learning as well as critical, creative, and reflective thinking.

Social Studies Curriculum Focus

- activities focus on responsible behavior at each grade level K-3:
  - Kindergarten - by individuals
  - First Grade - at home and school
  - Second Grade - in neighborhoods
  - Third Grade - in communities
- responsible behavior is a major aspect of good citizenship - the over-arching goal at the primary level
- a political science goal at each grade level emphasizes the development of responsible behavior:
  - **Goal 4**: The learner will apply the concepts of authority, responsibility, and justice to democratic societies.

Skills Integration

- all four social studies skills are emphasized in the activities:
  - **Goal I: The learner will acquire information from a variety of sources.**
    - students will make observations, conduct interviews, and read about responsible behavior
  - **Goal II: The learner will use information for problem solving, decision making, and planning.**
    - students will plan projects which focus on their responsibilities at home and school, and in neighborhoods and communities; they learn about making responsible choices and decisions
  - **Goal III: The learner will develop skills in constructive interpersonal relationships and in social participation.**
    - students will engage in activities which focus on avoiding and resolving conflicts
  - **Goal IV: The learner will participate effectively in civic affairs.**
    - students engage in activities and projects which promote responsible conduct as citizens of schools, neighborhoods, and communities

Curriculum Integration Focus

- **Reading Focus**
  - for most activities, suggested literature selections are listed
  - various genre are included in the literature lists:
    - novels, short stories, and picture books
    - traditional literature: folktales, myths, fables, legends, fairy tales
    - realistic fiction
    - historical fiction
    - nonfiction: informational books, biographies
    - poetry
- **Writing Focus**
  - suggested activities provide opportunities for dictation, supported, and independent writing
  - activities promote writing for a variety of purposes:
    - to inform
    - to persuade
    - for reflection
  - activities include writing for a variety of audiences:
    - classmates and other peers
    - teachers and other school staff
    - adults in neighborhoods and communities
    - self
    - family
  - activities encourage writing in a variety of formats:
    - journals
    - logs
    - letters

Active, Participatory Learning

- cooperative, collaborative strategies
- suggested activities promote working in pairs or small groups
- active learning
- activities engage students in the learning

Critical, Creative, and Reflective Thinking

- critical thinking
- activities engage students in analyzing, synthesizing, and evaluating information
- creative thinking
- activities encourage students to generate new ideas, such as alternative endings for stories or creating new fables
- reflective thinking
- activities provide opportunities for students to assess, make connections, and reflect on what responsibility means to them

1. Recipes for Responsible Behavior

Through dictation, supported writing, cooperative groups, or independent writing, create recipes which identify characteristics of responsible behavior. Identify the setting or situation to which each recipe applies (classroom, school, home, neighborhood, community).

Use broad or specific categories as desired, such as the following:

- Responsible behavior in our classroom: at centers (art, blocks, sand & water)
  in small groups
  in whole group

- Responsible behavior at school: in the cafeteria
  in the media center
  on the bus
  on the playground

Adapt the title or heading on the recipe card as needed: Recipe for Responsible Behavior in our Classroom, Recipe for a Responsible Third Grader, etc.

Literature Connection

The Alphabet Soup. Mirko Gabler. Henry Holt. 1992.
Beware of Boys. Tony Brundell. Greenwillow. 1992.
The Big Stew. Ben Shecter. Harper. 1991.
A Birthday Cake for Little Bear. Max Velthuijs. North-South Books. 1996.
Famous' Seaweed Soup. Antionette Martin. Whitman. 1993.
Group Soup. Antionette Martin. Whitman. 1993.
How to Make an Apple Pie and See the World. Marjorie Priceman. Macmillan/McGraw-Hill. 1994.
Mean Soup. Betsy Everitt. Harcourt. 1992.
Miss Poppy and the Honey Cake. Elizabeth MacDonald. Dial. 1989.
Pot Luck. Tobi Tobias. Lothrop. 1993.
Rattlesnake Stew. Lynn R. Redd. Farrar. 1990.
Stone Soup. Marcia Brown. Macmillan. 1979.
Vegetable Soup. Jeanne Modesitt. Macmillan. 1988.
The Wolf's Chicken Stew. Keiko Kasza. Putnam. 1987.

HANDOUT # 1

WAYS I CAN USE THIS IDEA:

2. What is the Responsible Thing to Do?

Create brief descriptions of situations for students to analyze. Use or adapt the following format for student responses:

Situation	Will this hurt me or someone else? If so, how	What will happen if I do this?	What is the responsible thing to do?
1.	1.	1.	1.
2.	2.	2.	2.

Sample Situations:

- Your friend didn't do a homework assignment. She wants to copy yours. What should you do?
- You found a dollar in the hall. You don't have snack money today. What should you do?
- Your friend wants to ride bikes in the street. He calls you chicken when you refuse. What should you do?
- You forgot to close the class pet's cage. Your teacher blames someone else. What should you do?

Literature Connection

Amos and Boris. William Steig. Puffin. 1971.
The Bear's Bicycle. Emilie McLeod. Littlepaper. 1986.
Jamaica's Find. Juanita Havill. Houghton. 1986.
More Bunny Trouble. Hans Wilhelm. Scholastic. 1989.
The New Creatures. Mordicai Gerstein. Harper. 1991.
Patty for President. Jean Davis Callaghan. Modern Publishing. 1995.
Rainbow Fish to the Rescue. Marcus Pfister. North-South Books. 1995.
Rotten Ralph. Jack Gantos. Houghton. 1976.
Rotten Ralph's Show and Tell. Jack Gantos. Houghton. 1989.
Worse Than Rotten Ralph. Jack Gantos. Houghton. 1989.
Yummers Too: The Second Course. James Marshall. Houghton. 1986.

HANDOUT #2

WAYS I CAN USE THIS IDEA:

3. Times When We Act Responsibly

Put a clock face on the outside of a large bag. Prepare smaller clock faces with pictures and/or labels to correspond with class routines and times familiar to students, such as the following:

- Circle Time
- Snack Time
- Clean-up Time
- Outdoor Play Time
- Rest Time
- Centers Time
- Restroom Time
- Lunch Time

Use this activity to introduce expectations for responsible behavior during specific times or to periodically review expectations.

To introduce: Put the small clock faces in the bag. Have teacher or students pull clocks from the bag. As each one is selected, the teacher should explain the expected behavior. The rationale or reasons for each expectation should be clarified. Consequences of irresponsible behavior should also be discussed. Students should be able to state how they will be held accountable for behavior.

For review: Have students pull clocks from the bag. For each time selected, have students do the following:

- Tell **how** you can be responsible during this time. Identify one thing you will do to demonstrate responsible behavior.
- Tell **why** you should behave responsibly. Give one reason why such behavior is important.

A format for responses can be used, such as the following:

- During _____ time, I will _____ because _____.

Literature Connection

Big Time Bears. Stephen Krensky. Little. 1989.
Is It Time? Marilyn Janovitz. North-South Books. 1996.
Katy and the Big Snow. Virginia Burton. Houghton. 1973.
Monster Goes to School. Virginia Mueller. Whitman. 1992.
Once Upon a Time. Gwenda Turner. Viking. 1991.
Time To ... Bruce McMillan. Lothrop. 1989.
When You Get to Kindergarten. James Howe. Knopf. 1986.

HANDOUT # 3

WAYS I CAN USE THIS IDEA:

4. Behaviors that Bug Me

Have students identify behaviors or actions of others that they dislike - things that bug them. Bug shapes can be used for students to write about their feelings, using the following format:

It bugs me when ..... **because** ..... .

The Big Bug outline can be used to record and summarize the group's responses. Highlight behaviors characterized as irresponsible. Lead the discussion to focus on consequences of irresponsible behavior. Remind students that some consequences are more serious than others. While some behaviors are merely irritating, others can result in harm or danger to themselves or others.

Ask students to think of ways they can "de-bug" or change irresponsible actions into responsible ones. Have students fill in a graphic organizer that calls for identification of the problem and offers a solution.

Conflict Resolution Connection:

Caution students to the fact that "behaviors that bug" can often lead to conflict with others. Assuming responsibility for one's own actions can prevent conflict. Remind students that avoiding conflict and resolving conflict peacefully are responsible behaviors.

Have students review the **It bugs me when** ... **because** ... statements they wrote and identify alternative ways to handle the situations or behaviors that bug them. Use your classroom rules or procedures for resolving conflict as guidelines or reminders for students.

Literature Connection

Babushka's Doll. Patricia Polacco. Simon & Schuster. 1990.
Being Bullied. Kate Petty. Barrons. 1996.
Boris the Boring Boar. Ellen Jackson. Macmillan. 1992.
Feeling Left Out. Kate Petty. Barrons. 1996.
I Love Bugs. Mary Dison Lake. Mondo Publishing. 1995.
Jamaica Tag Along. Juanita Havill. Houghton. 1989.
Peace Begins With You. Katherine Scholes. Little, Brown & Company. 1989.
When Kids Drive Kids Crazy: How to Get Along With Your Friends and Enemies. Eric LeShan. Dial. 1990.

HANDOUT # 4

WAYS I CAN USE THIS IDEA:

5. Turn Over a New Leaf

Ask students if they have ever heard the old saying, "He (or she) needs to turn over a new leaf." Have students tell what they think the saying means. Use a dictionary to identify the various meanings of the word leaf. See if the definitions give any clues to the meaning of the saying. (Some dictionaries list idioms related to the term being defined). Using input from students and teacher, formulate a definition that includes the main ideas, such as the following: to try to do or be better in the future; to start all over again.

Have students identify some reasons why they need to "turn over a new leaf." Focus on behaviors they need to change in order to be more responsible. Specify a particular setting or situation in which the behaviors occur, such as at home, at school, on the bus, in the cafeteria, when playing with friends, in my neighborhood or community, at the mall, etc.

Use shapes of leaves for students to record their ideas. Write the irresponsible behavior on one side of the leaf. On the other side, write a description of how they will try to change the behavior when they "turn over a new leaf."

Make a mobile for displaying the leaves or compile students' work to create a book. Each student's leaf can be a leaf or page in the book. Use a leaf pattern for the cover and individual pages. Use colored paper appropriate for the color of leaves during that season or to show all the colors of leaves throughout the seasons.

Literature Connection

Attila the Angry. Marjorie Sharmat. Holiday. 1985.
The Giving Tree. Shel Silverstein. Harper Collins. 1994.
A Leaf Named Bud. Paul Schwartz & Sara Schwartz. Universe. 1993.
Red Leaf, Yellow Leaf. Lois Ehlert. Harcourt. 1991.
Say It! Charlotte Zolotow. Greenwillow. 1980.
Yes, Dear. Dianne Wynne Jones. Greenwillow. 1992.

HANDOUT # 5

WAYS I CAN USE THIS IDEA:

6. Room Responsibilities

Have students brainstorm things they are responsible for in their rooms. Specify if this will be done for their rooms at home or for their classroom at school. Working in cooperative groups, let students reach consensus on the most important responsibilities. Each group should be able to explain their reasons for selecting the points they choose.

Remind students to state their expectations in positive terms, such as the following:

Each person is responsible for keeping his/her own desk clean and orderly.
We will take turns being responsible for feeding the class pet.
Line leaders are responsible for ....
Materials monitors are responsible for ....

Make door knob hangers to record the groups' ideas. If the room responsibilities were for rooms at home, have students work independently to personalize their list, taking into account family rules and agreements for behavior in or care for their room. One side can be used for the group's generic list and the other side for each student's personal responsibilities.

If the task was for the classroom, the ideas on each groups' hangers can be shared. After each group has justified their choices, the entire class can vote on the list they like best. The list of room responsibilities can be posted on an oversized door knob hanger for display in the classroom.

Students can make a pact or pledge to be more responsible by signing their names to the door knob hangers.

Literature Connection

Berenstain Bears - The Messy Room
A Clean House for Mole and Mouse. Harriet Ziefert. Scholastic. 1988.
Henry and Horace Clean Up. Wolfgang Mennel. North-South Books. 1996.
I Meant to Clean My Room Today. Miriam Nerlove. Macmillan. 1988.
Jillian Jiggs. Phoebe Gilman. Scholastic. 1985.
Just a Mess. Mercer Mayer. Golden Books. 1987.
Messy Bessy's Closet. Patricia & Frederick Mc Kissack. Children's Press. 1989.
Messy Mark. Sharon Peters. Troll. 1994.
Messy Monster. Michael J. Pellowski. Troll. 1986.
Mooch the Messy. Marjorie Sharmat. Harper. 1976.
Mrs. Pig Gets Cross and Other Stories. Mary Rayner. Dutton. 1987.
Pigsty. Mark Teague. Scholastic. 1994.
This Farm is a Mess. Leslie McGuire. Parents LB. 1981.

HANDOUT # 6

WAYS I CAN USE THIS IDEA:

7. Helping Hands in our Classroom

Use a pattern or have students trace their hands to create an outline. On the palm of each hand, write labels for types of responsibilities in particular settings. Use the fingers and thumb to record different responsibilities. Examples:

Media center: take one book at a time to look at or read
handle books with care
return books to their proper place on the shelf or display area
keep covers on books
follow procedures for checking out books

Art center: use safety scissors to cut paper or cloth
keep tops on glue and paste containers
clean up water or paint spills on the table
wash paint brushes when finished using them
return all materials to their proper place before leaving the center

Use the hands in the following ways:

- for a bulletin board display on being responsible class helpers
- combine to form a collage and display in the classroom
- put the hand prints on pages and create a book on Helping Hands in our Classroom

Literature Connection

Can I Help? Marilyn Janovitz. North-South Books. 1996.
Hands. Jane Yolen. Brown. 1976.
Hands, Hands, Hands. Marcia Vaughn. Mondo Publishing. 1995.
The Helping Hands Handbook. Patricia Adams & Jean Marzollo. Random House. 1992.
The Kids Care Book: 50 Class Projects That Help Kids Help Others. Joan Novelli & Beth Chayet .Scholastic.1991.
Nico. Paul Borowsky. Crown. 1993.
We Can Share at School. Rozanne Lanczak Williams. Creative Teaching Press. 1996.

HANDOUT # 7

WAYS I CAN USE THIS IDEA:

8. Helping Hands at School

Use the pattern or have students trace their hands to create an outline. Have students list on the palm of each hand the title and name of a helper at school, such as nurse, secretary, custodian, volunteer, etc. On the fingers and thumb list the responsibilities of each helper.

For each school helper, have students identify ways they can act more responsibly in order to help that person do their job easier or more efficiently. These suggestions can be written on the opposite sides of the hand prints or recorded on separate hand prints and paired together, indicating a cooperative, supportive relationship. Examples:

How I can help the custodian: pick up paper in my classroom
pick up trash on the school grounds
keep the bathroom floor clean and dry
brush my feet on the mat when I enter the hall
keep dirty hands off the walls

Have students write in their journals about their favorite school helper or write about a time when they were assisted by a school helper.

Literature Connection

Did You Carry the Flag Today, Charley? Rebecca Caudill. Henry Holt. 1996.
We Can Share at School. Rozanne Lanczak Williams. Creative Teaching Press. 1996.
My School Series by Patricia Larkin. Austin, TX: Steck-Vaughn Publishers, 1995.
A Good Sport: The Physical Education Teacher
The Mystery Illness: The School Nurse
Trash and Treasure: The Custodian
A True Partnership: The Principal
Up a Tree: The School Bus Driver

HANDOUT # 8

WAYS I CAN USE THIS IDEA:

9. Helping Hands in the Neighborhood and Community

Follow the directions for #8 Helping Hands in the School and focus on community helpers. Again, have students record on hand prints the responsibilities of particular people in their neighborhood or community. Pair hand prints for identifying behaviors or actions expected of students if they are responsible citizens of their neighborhoods and communities.

Students can also use the hand prints to tell about community service projects in which they participate. Their jobs or responsibilities can be outlined on the hand prints.

Have students write a personal narrative about their experiences participating in community service projects.

Literature Connection

All About Things People Do . Melanie Rice. Doubleday & Co. 1990.
Berenstain Bears on the Job. Stan & Jan Berenstain. Random House. 1987.
Big Jeremy. Steve Kroll. Holiday. 1989.
Maggie's Whopper. Sally Alexander. Macmillan. 1992.
Martin's Hats. Joan W. Blos. William Morrow. 1984.
Mr. Noisy's Helpers. Rozanne Lanczak Williams. Creative Teaching Press. 1996.
The Rescue of Brown Bear and White Bear. Martine Beck. Little. 1991.
My Community Series by Patricia Larkin. Austin, TX: Steck-Vaughn Publisher, 1995.
Aware and Alert: The Police Officer
Information Please: The Librarian
Red Letter Day: The Mail Carrier
Signs of Protest: The Mayor
A Summer Job: The Store Owner
Where There's Smoke: The Fire Fighter

HANDOUT # 9

WAYS I CAN USE THIS IDEA:

10. Class Pledge

Have students create a class pledge for responsible behavior. Propose an opening statement such as the following:

> **Because our classroom needs to be a safe, orderly, and comfortable place for all, I will do my best to .....**

Allow students to suggest changes to the opening statement. Reach consensus through discussion or vote on proposed statements.

Working in small groups, have students develop completion statements which identify responsible behaviors they feel should be included in the pledge. All group members must be able to give reasons for their group's choices. Have reporters share the work of each group. Instruct groups to elect a representative to a committee which will review the work of all groups and combine ideas into a proposal for the class pledge. The class will vote on the proposal. Before voting, decide if a simple majority or a unanimous vote will be needed to accept the proposal. When the pledge is agreed upon, give each student a copy and post it in the classroom.

Literature Connection

I Pledge Allegiance. June Swanson. Carolrhoda. 1990.

WAYS I CAN USE THIS IDEA:

11. Tips on How to be a More Responsible Person/Classmate

Plan to write a pamphlet or booklet on responsibility. Decide if the focus will be broad (a more responsible person, friend, classmate, etc.) or specific (a more responsible son, daughter, third grader). Once the focus has been chosen (responsible classmate), as a class, create a rubric which identifies the specific behaviors of a responsible classmate.

Through dictation, supportive, or independent writing, have each student contribute advice tips on how to demonstrate responsibility, as described in the rubric. Compile the tips in a class book. Copies can be shared with the media specialist or guidance counselor for use with other groups if appropriate.

Literature Connection

The Best Bug to Be. Dolores Johnson. Macmillan. 1992.
Cat and Dog at School. Rozanne Lanczak Williams. Creative Teaching Press. 1996.
Fourth Grade Rats. Jerry Spinelli. Scholastic. 1991.
How to Be Cool in Third Grade. Betsy Duffey. Viking. 1993.
Little Hippo Starts School. Maryann Macdonald. Dial. 1990.
Mrs. Cole on an Onion Roll. Kalli Dakos. Schuster Books for Young Readers. 1995.
Starring First Grade. Miriam Cohen. Dell. 1985.

HANDOUT # 10

WAYS I CAN USE THIS IDEA:

12. You Got Caught - Being Responsible!

Design a special container for collecting unsolicited reports of responsible behavior by individuals or the entire class. Examples:

> The assistant principal comments on how quietly the class moved through the hall.
> The cafeteria manager compliments a student for picking up milk cartoons dropped near the trash can.

Each time such a report is received by the teacher it will be recorded and placed in the container. Tell the class that when a certain number (25) of unsolicited reports have been received, they will have a celebration. Let students help decide what the number of reports should be and also suggest ideas for the class celebration. When the goal has been reached, publicize the good news in the school paper, through a bulletin board display in the hall, or by some other means appropriate for your school.

Literature Connection

Caps for Sale. Esphyr Slobodkina. Harper. 1947.
Something Special For Me. Vera B. Williams. Mulberry Books. 1986.
Zinnia and Dot. Lisa Ernst. Viking. 1992.

HANDOUT # 11

WAYS I CAN USE THIS IDEA:

13. Dear Second Graders Next Year

Have the class write letters to the students who will be in that grade during the next year - first graders will write to this year's kindergarten students. The letters should describe how responsible students in that grade behave. Letters should describe expected behaviors for certain places or times (in assembly, during a fire drill).

Specific "Suggestions for Success" can be decided upon by the entire class. These can be included in one letter that is sent to the class as a whole. Individual letters containing personal words of advice to the upcoming class can be sent separately or compiled in a book for that class. Pen pals or buddies can be paired so that students can continue to correspond one-to-one.

Literature Connection

Beginning School. Irene Smalls. Silver Press. 1997.
First Grade Takes a Test. Miriam Cohen. Dell. 1980.
The First Day of School. Patricia Ralf. Merrigold Press. 1981.
How I Survived Fifth Grade. Megan Stine & William Stine. Troll. 1992.
How to Be Cool in Third Grade. Betsy Duffey. Viking. 1993.
Ladies and Jellybeans. Candice Ransom. Macmillan. 1991.
Little Critter's This Is My School. Mercer Mayer. Western Publishing. 1990.
Next Year I'll Be Special. Patricia Reilly Giff. Doubleday. 1993.
See You in Second Grade. Miriam Cohen. Greenwillow. 1989.
Starring First Grade. Miriam Cohen. Dell. 1985.
Third Grade is Terrible. Barbara Baker. Dutton. 1989.

WAYS I CAN USE THIS IDEA:

14. Oops! Your Irresponsibility is Showing!

Prepare **Oops! Cards** to give to students when they show irresponsible behavior. List the infraction or misconduct on one side of the card along with the student's name. On the opposite side, have the student briefly explain why the behavior occurred and what he or she will do to avoid similar conduct in the future.

The cards will be used for discussion during conferences and can be filed in the student's discipline folder.

Literature Connection

Beezus and Ramona. Beverly Cleary. Morrow. 1995.
I Just Forgot. Mercer Mayer. Westerm Publishing. 1988.
The Minpins. Roald Dahl. Viking. 1991.
The Princess and the Moon. Daisaku Ikeda. Putnam. 1986.

HANDOUT # 12

WAYS I CAN USE THIS IDEA:

15. Give the Gift of Responsible Behavior

Prepare cards designed like gift boxes. On the inside, have students write descriptions of the responsible things they will do for the recipient of the gift. Gifts can be given on special occasions such as Mother's Day, Grandparents Day, Teacher Appreciation Day, birthdays, holidays, or anytime someone deserves a treat.

Literature Connection

Angel Child, Dragon Child. Michele Maria Surat. Carnival Press. 1983.
The Birthday Swap. Loretta Lopez. Lee & Low Books. 1996.
A Chair for My Mother. Vera B. Williams. Greenwillow. 1982.
The Gifts of Wali Dad. Aaron Shepard. Atheneum. 1995.
The Silver Whistle. Ann Tompert. Macmillan. 1988.
The Story of Wali Dad. Kristina Rodanas. Lothrop. 1988.

HANDOUT # 13

WAYS I CAN USE THIS IDEA:

16. Cash in Your Coupons!

Prepare coupons for students to give as pledges for responsible conduct. Examples:

This coupon is good for: one free baby-sitting session with a sibling
taking out the trash for a month - without reminders
one hour of reading time for every hour of TV or video game time
a clean room for a week
neat, legible homework this grading period
listening more and talking less in class

Redeemed coupons can be signed and returned as proof that the responsible behavior was carried out as promised. Students can write about their experiences in a reflection guide.

HANDOUT # 14

WAYS I CAN USE THIS IDEA:

17. WANTED! A Responsible . . .

Divide the class into two groups. Have students in Group 1 write want ads for responsible friends, teammates, classmates, etc. Remind them to be specific about qualifications. Review ads from newspapers as guides. Set a limit on the number of words to be used to encourage concise language.

Group 1 will also design an application form for each position advertised. They will plan interview questions and select an interview team. Letters of acceptance and rejection will be prepared. These tasks can be assigned to small groups within Group 1.

Have students in Group 2 respond to the ads. They will write letters to inquire about the position and to request an application form. Groups members will also write letters of reference for each other to accompany applications. Students will create a guide on how to prepare for an interview and will practice interview skills. These tasks can also be assigned to sub-groups of Group 2.

Through role play, conduct interviews and make decisions about employment. Add a job placement activity if needed in order for all students to be employed.

Literature Connection

The Alphabet Tree. Leo Lionni. Troll. 1990.
Hattie and the Fox. Mem Fox. Macmillan. 1987.
Wanted: Perfect Parents. John Himmelman. Bridgewater. 1993.

WAYS I CAN USE THIS IDEA:

18. Break the Chain

Select a story that features a chain of events which are examples of irresponsible behavior, such as *The Day Jimmy's Boa Ate the Wash.* Have students list the sequence of events in order on the links of a chain. For each step or link in the chain, have students suggest an alternative action to stop or alter the chain of events. Then rewrite the story, incorporating the suggestions for more positive courses of action.

Literature Connection

The Cat Who Wore a Pot on Her Head. Jan Slepian & Ann Seidler. Scholastic. 1980.
The Day the Goose Got Loose. Reeve Lindbergh. Dial 1990.
The Day Jimmy's Boa Ate the Wash. Trinka Hokes Noble. Scholastic. 1980.
Jillian Jiggs. Phoebe Gilman. Scholastic. 1985.
Strega Nona. Tomie de Paola. Simon & Schuster. 1979.
Warton and the Contest. Russell Ericson. Lothrop. 1986.
What Have You Done, Davy? Brigitte Weninger. North-South Books. 1996.

HANDOUT # 15

WAYS I CAN USE THIS IDEA:

19. You Have the Last Word

Read a story that tells about the consequences of someone's irresponsible actions, such as *Strega Nona*.

Have students write a new ending for the story that will feature responsible behavior by the characters.

Literature Connection

Amoko and Efua Bear. Sonia Appiah. Macmillan. 1988.
A Baby Sister for Frances. Russell Hoban. Scholastic. 1964.
Bently & Egg. William Joyce. HarperCollins. 1992.
The Little Red Hen. Byron Barton. Harper. 1993.
Noisy Nora. Rosemary Wells. Scholastic. 1973.
Peter's Chair. Ezra Jack Keats. Harper. 1967.

WAYS I CAN USE THIS IDEA:

20. It Could Have Happened This Way

Have students work in cooperative groups to analyze familiar stories such as *The Tale of Peter Rabbit* for examples of irresponsible behavior. For each behavior identified by the group, have them offer three alternative actions or examples of what else could have been done. Individually or as groups, have each student select the alternative they feel is the best one and tell why. Then rewrite the stories, using the alternative actions selected.

Literature Connection

Aladdin
Beauty and the Beast
Goldilocks and the Three Bears
Hansel and Gretel
Henny Penny
Jack and the Beanstalk
Little Red Riding Hood
Rumplestiltskin
Sleeping Beauty
Snow White
Three Billy Goats Gruff
The Three Little Pigs

WAYS I CAN USE THIS IDEA:

21. It Takes a Village

Ask students to tell what they think this African proverb means: "It takes the whole village to raise a child."

Discuss the idea of collective or shared responsibility. Have students identify actions of others that impact the entire neighborhood or community. List the actions and then have students classify each as responsible or irresponsible. For each irresponsible behavior, lead students to offer a responsible alternative. Have one group of students role play situations that demonstrate irresponsible actions and their consequences. Assign another group to role play the alternative actions proposed.

Have students read books about individuals who demonstrated responsibility for others in their community. Use the herringbone graphic organizer to report main facts from the story by answering the following questions: Who?

Did what?
When?
Where?
Why?
With what results?

Analyze newspaper accounts of people who have volunteered to help in emergency situations, such as fires, floods, hurricanes, etc. Write journal entries from the perspective of those receiving help.

Literature Connection

Bringing Rain to Kapiti Plain. Verna Aardema. Dial. 1981.
The Day of Ahmed's Secret. Florence Parry Heidi & Judith Gilliland. Scholastic. 1991.
The Gift of the Sacred Dog. Paul Goble. Macmillan. 1980.
Kate Shelley and the Midnight Express. Margaret Wetterer. Carolrhoda. 1990.
Kate Shelley Bound for Legend. Robert Kate. Dial. 1992.
The Legend of the Bluebonnet. Tomie dePaola. Putnam. 1983.
Neesa's Fish. Nancy Luenn. Atheneum. 1990.
The Pied Piper of Hamlin. Deborah Hawtzig. Random. 1989.
A River Ran Wild. Lynne Cherry. Harcourt. 1992.
Sweet Clara and the Freedom Quilt. Deborah Hopkinson. Knopf. 1993.
It Takes a Village. Jane Cowan-Fletcher. Macmilan/McGraw-Hill. 1994.
The Year of Fire. Teddy Jam. Macmillan. 1993.

WAYS I CAN USE THIS IDEA:

22. Is It Worth the Risk?

Have students read books about risks and their consequences. Summarize main ideas, using the following format:

Story for Others	Character(s)	Risk(s)	Personal Consequences	Consequences

Literature Connection

Amelia Earhart, Flying for Adventure. Mary D. Wade. Millbrook. 1992.
The Enchanted Tapestry: A Chinese Folktale. Robert D. San Souci. Dial. 1987.
Escape From Slavery: Five Journeys to Freedom. Doreen Rappaport. Harper. 1991.
Flight: The Journey of Charles Lindbergh. Robert Burleigh. Putnam. 1991.
The Girl Who Loved the Wind. Jane Yolen. Harper. 1982.
The Glorious Flight. Alice and Martin Provensen. Penquin. 1987.
Jason and the Golden Fleece. Leonard Everett Fisher. Holiday. 1990.
Millie Cooper, Take a Chance. Charlotte Herman. Hutton. 1989.
Risk N' Roses. Jan Slepian. Putnam. 1990.
Sarah Plain and Tall. Patricia MacLachlan. Harper & Row. 1985.
Shiloh. Phyllis Reynolds Naylor. Macmillan. 1991.
Stone Fox. John Reynolds Gardiner. HarperCollins. 1980.
Stories and Poems about Responsibility - The Book of Virtues. William J. Bennett. Silver Burdett. 1996.
Two Tickets to Freedom. Florence Freedman. Bedrick. 1971.

HANDOUT # 16

WAYS I CAN USE THIS IDEA:

23. Tell Me About the Good Old Days

Have students interview parents, grandparents, or other adults about their responsibilities when they were kids. Decide on the questions to be asked, such as the following:

What were some of your responsibilities when you were my age?
Which responsibilities did you like best? Why?
Which did you like least? Why?
Were there other responsibilities you would have liked to have had? Why?
Do you think kids today have more or less responsibility than kids did when you were young?
What are some responsibilities you feel are appropriate and good for someone my age?

Compile data gathered in a Venn diagram to compare responsibilities then and now. Decide if the responsibilities are more alike or different.

Literature Connection

Hundred Penny Box. Sharon Bell Mathis. Viking. 1975.
In Times Long Ago. Renee Keeler. Creative Teaching Press. 1996.
Long Ago and Today. Rozanne Lanczak Williams. Creative Teaching Press. 1996.
Ox Cart Man. Donald Hall. Puffin. 1983.
Tell Me a Story, Mama. Angela Johnson. Orchard. 1989.
They Were Good and Strong. Robert Lawson. Viking. 1940.
Three Names. Patricia MacLachlan. Harper Collins. 1991.
When I Was Nine. James Stevenson. Greenwillow. 1986.
When I Was Your Age. Ken Adams. Barron Books. 1996
Yonder. Tony Johnston. Scholastic. 1988.

HANDOUT # 17

WAYS I CAN USE THIS IDEA:

24. It Didn't Have to End This Way

Use fairy tales, fables, or other stories to talk about consequences of irresponsible actions. Have students write alternative endings for the tales or fables. Also, let students try their hands at creating an original fable which has a moral and a happy or positive ending.

Use this chart to guide students in creating a fable:

Creating a Fable

Title:
Characters in my fable:
The problem in my fable:
The actions in my fable:
How my fable ends:
The moral in my fable :

Use this chart format to analyze and compare characteristics of fables:

Analyzing a Fable

Title	Characters	Problem	Action	Moral

24. It Didn't Have to End This Way (continued)

Literature Connection

Belling the Cat
Goldilock and the Three Bears
The Boy Who Cried Wolf
Hansel and Gretel
The Dog in the Manger
Henny Penny
The Fox and the Crow
Jack and the Beanstalk
The Grasshopper and the Ants
Little Red Riding Hood
A Wolf in Sheep's Clothing
Little Red Hen
Pinocchio
Three Billy Goats Gruff
Three Little Pigs

HANDOUT # 18

WAYS I CAN USE THIS IDEA:

25. Walk a Mile in My Shoes

Ask students to tell what they think this old saying means: "Walk a mile in my shoes." Discuss perspective taking or seeing both sides of an issue. Read *The True Story of the Three Little Pigs* as an example of considering a different point of view.

Provide a pattern of foot prints or have students trace their feet to make outlines. Make two sets for each student or laminate two sets for the class to use. After reading stories, have students stand in the first set of prints and tell the story from one point of view (often from the perspective of one character in the story) Then instruct them to move to the other set of foot prints and retell the story from another perspective (the point of view of another character in the story).

Role play to act out the two points of view. After role playing each point of view, have students write a new version of the original story using the new perspective.

Literature Connection

The Chinese Mirror. Mirra Gingsburg. Harcourt. 1988.
Clancy's Coat. Eve Bunting. Warne & Co. 1984.
Farmer Duck. Martin Waddell. Candlewick Press. 1992.
The Farmer in the Soup. Freya Littledale. Scholastic. 1987.
Hansel and Gretel. James Marshall. Dial. 1990.
Goldilocks and the Three Bears. Lorinda Bryan Cauley. Putnam. 1981.
Jack and the Beanstalk. Val Biro. Oxford university Press. 1990.
Little Red Riding Hood. James Marshall. Dial. 1987.
Three Billy Goats Gruff. Janet Stevens. Harcourt. 1987.

HANDOUT # 19

WAYS I CAN USE THIS IDEA:

26. I Did It My Way

Have students read stories about people who assumed responsibility for their own actions and asserted their independence. In a response log or journal, describe how you feel about the actions taken by the main characters in the book.

Literature Connection

The Adventures of Charlie and His Wheat Straw Hat. Mary Szilagyi. Putnam. 1986.
Charlie Needs a Cloak. Tomie dePaola. Scholastic. 1973.
I'll Do It Myself. Jirina Marton. Firefly Books. 1989.
The Little Red Hen
This is the Place for Me. Joanna Cole. Scholastic. 1986.

WAYS I CAN USE THIS IDEA:

Recipe for Responsible Behavior

Ingredients Begin With _____

Add Some _____

Then _____

Will be Ready When _____

Serves _____

Chef's Name _____

Recipe for Responsible Behavior

Ingredients Begin With _____

Add Some _____

Then _____

Will be Ready When _____

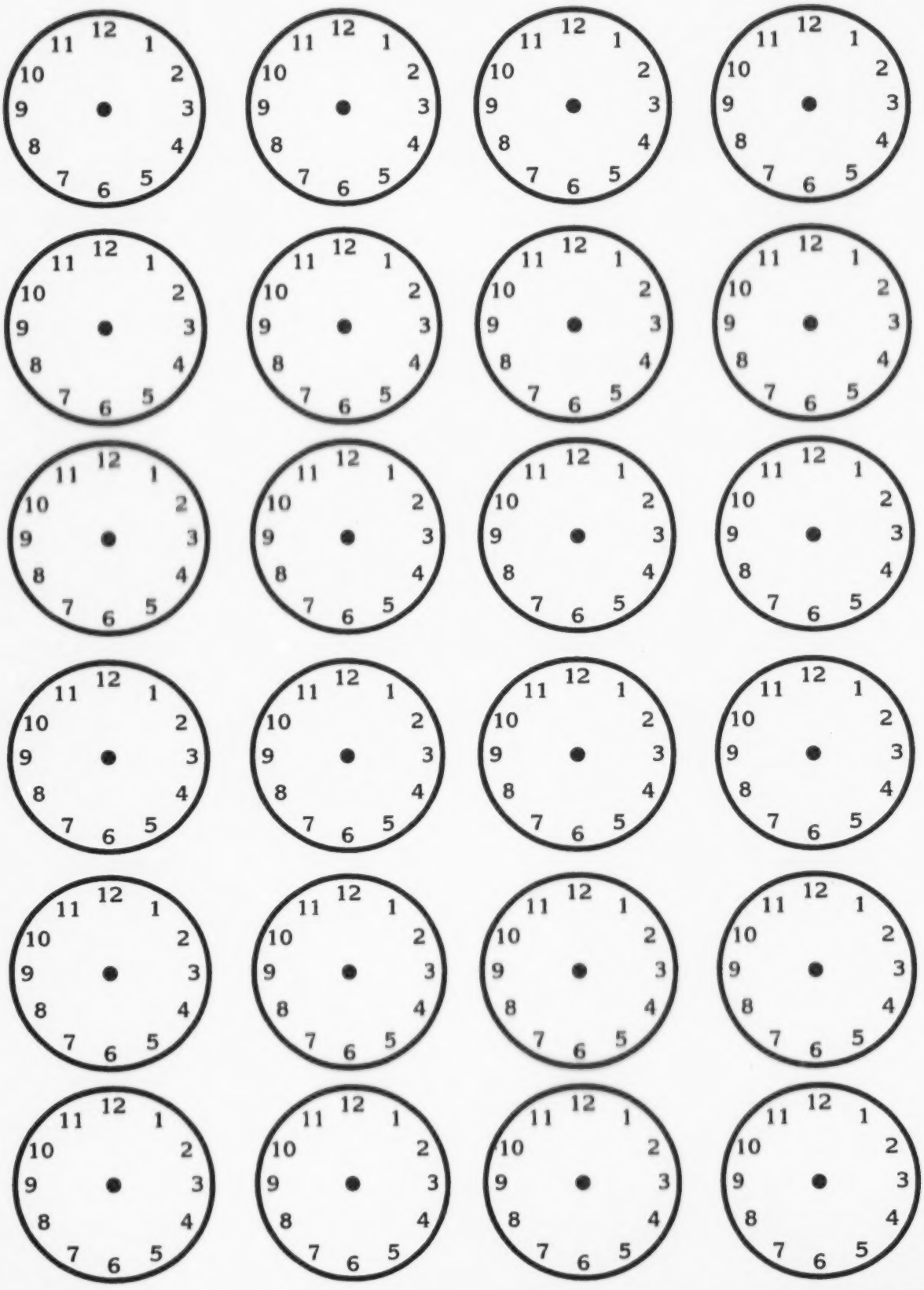
Serves _____

Chef's Name _____

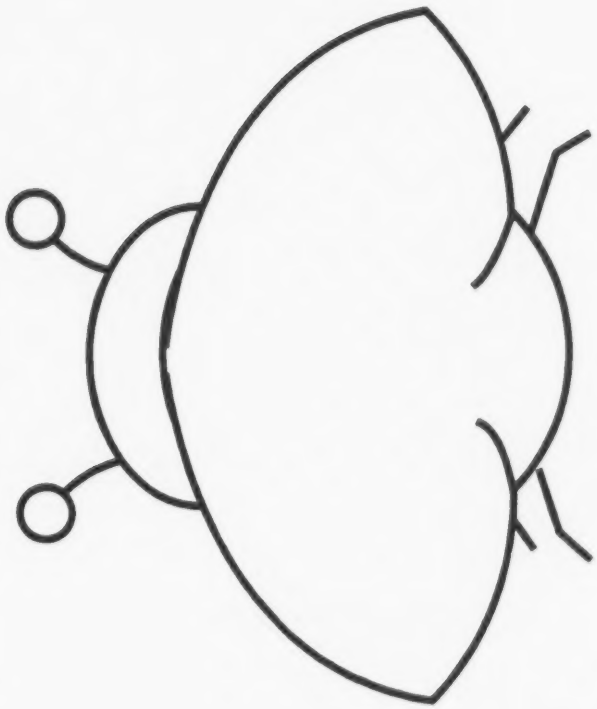
Handout #1

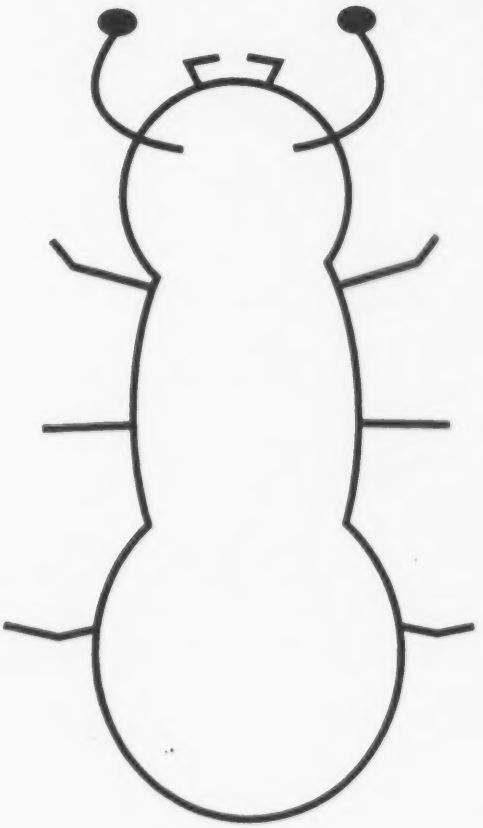
Situation	Will this hurt me or someone else? If so, how	What will happen if I do this?	What is the responsible thing to do?

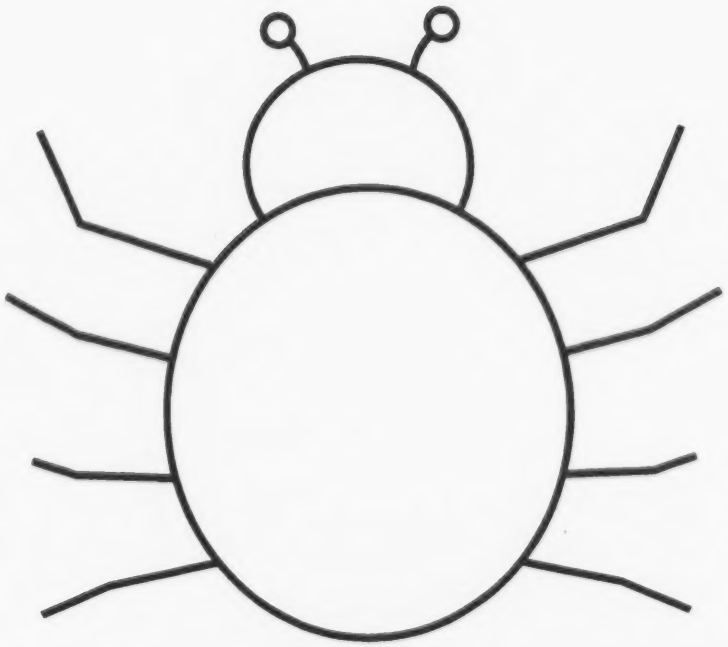
Handout #2

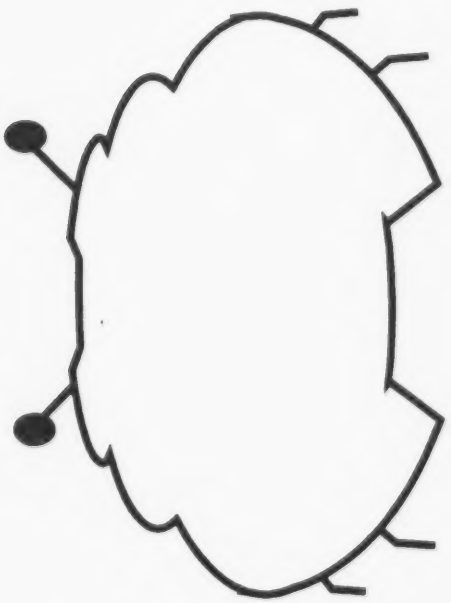


Handout # 3



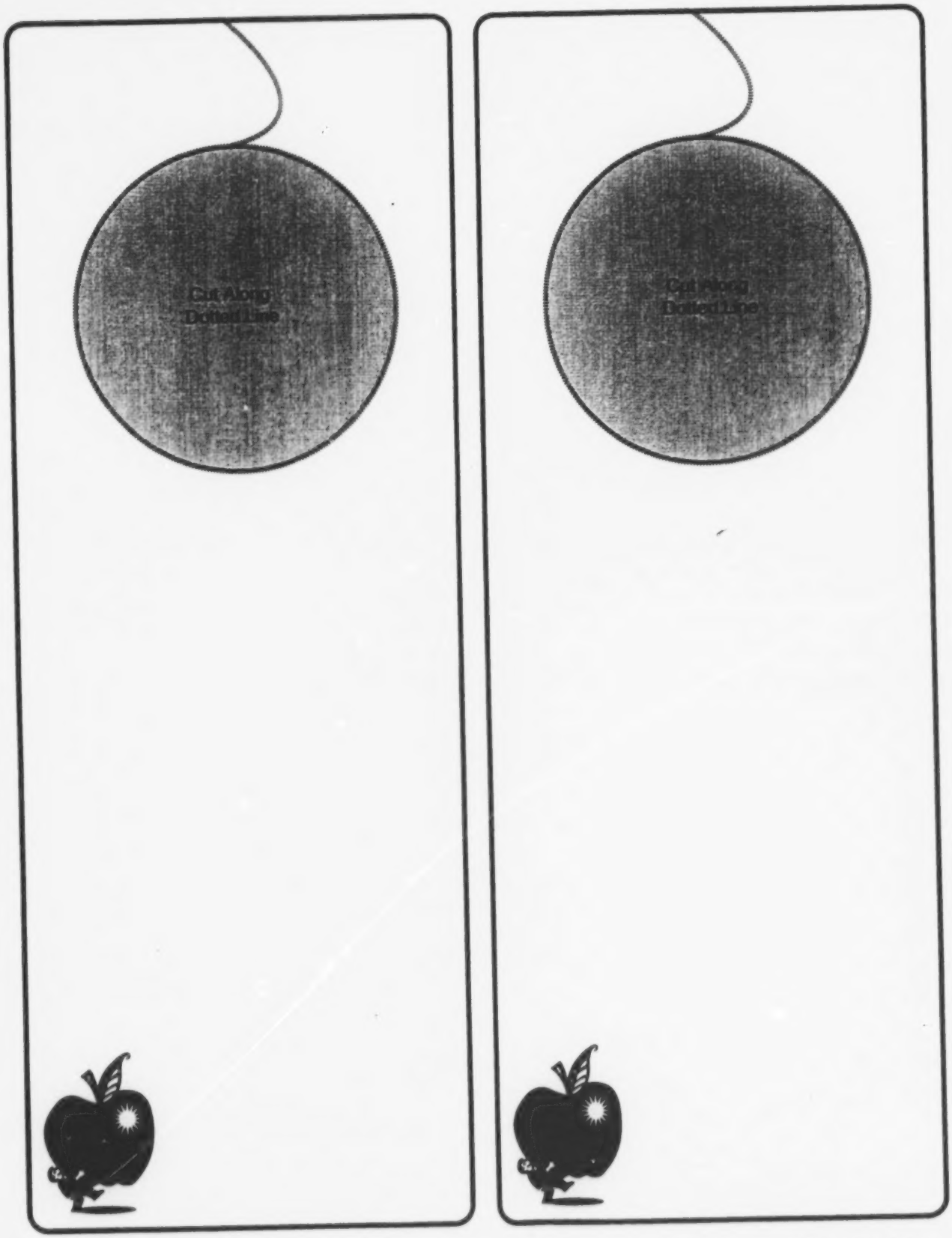






Handout # 4

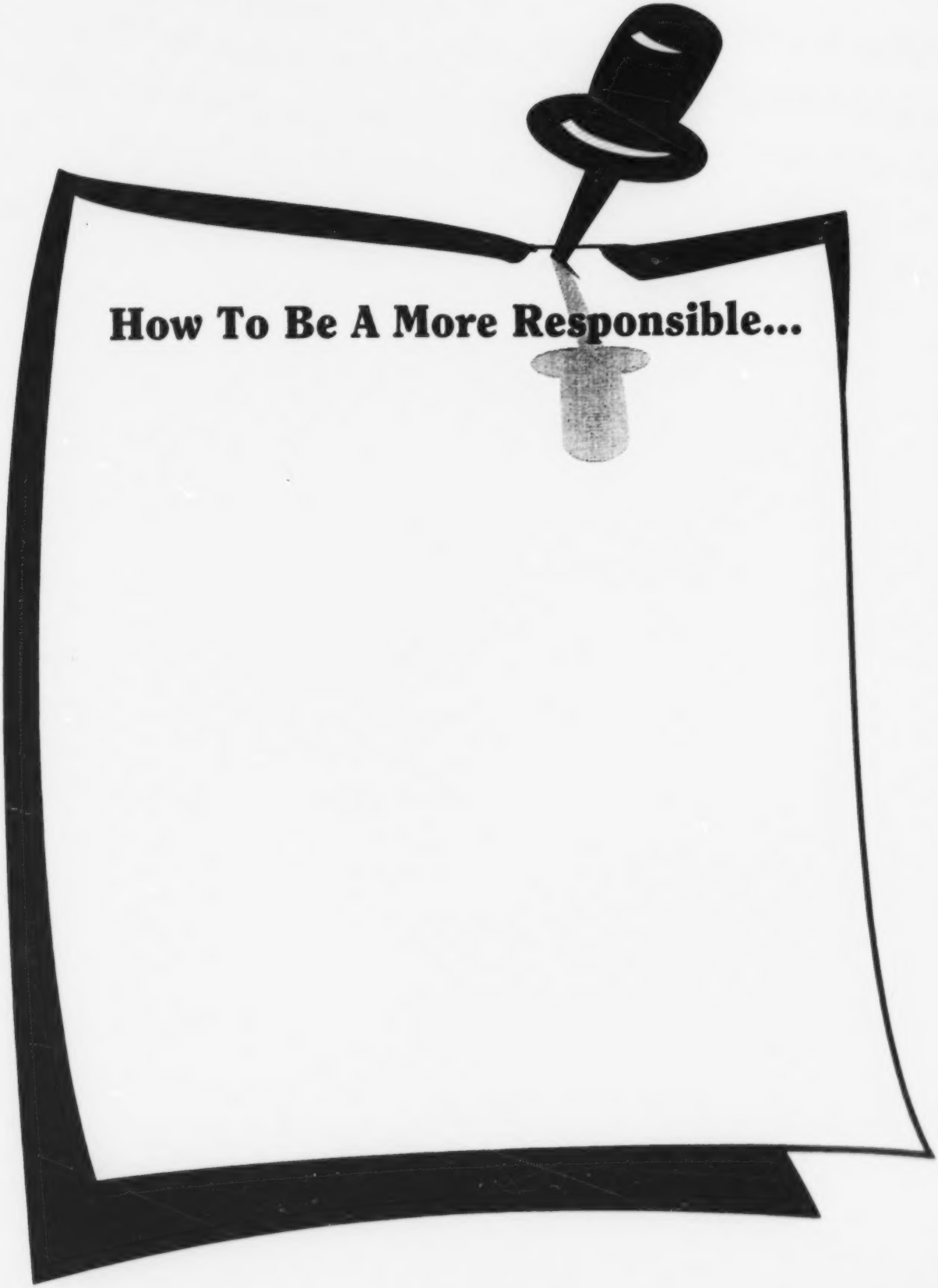
Handout #5



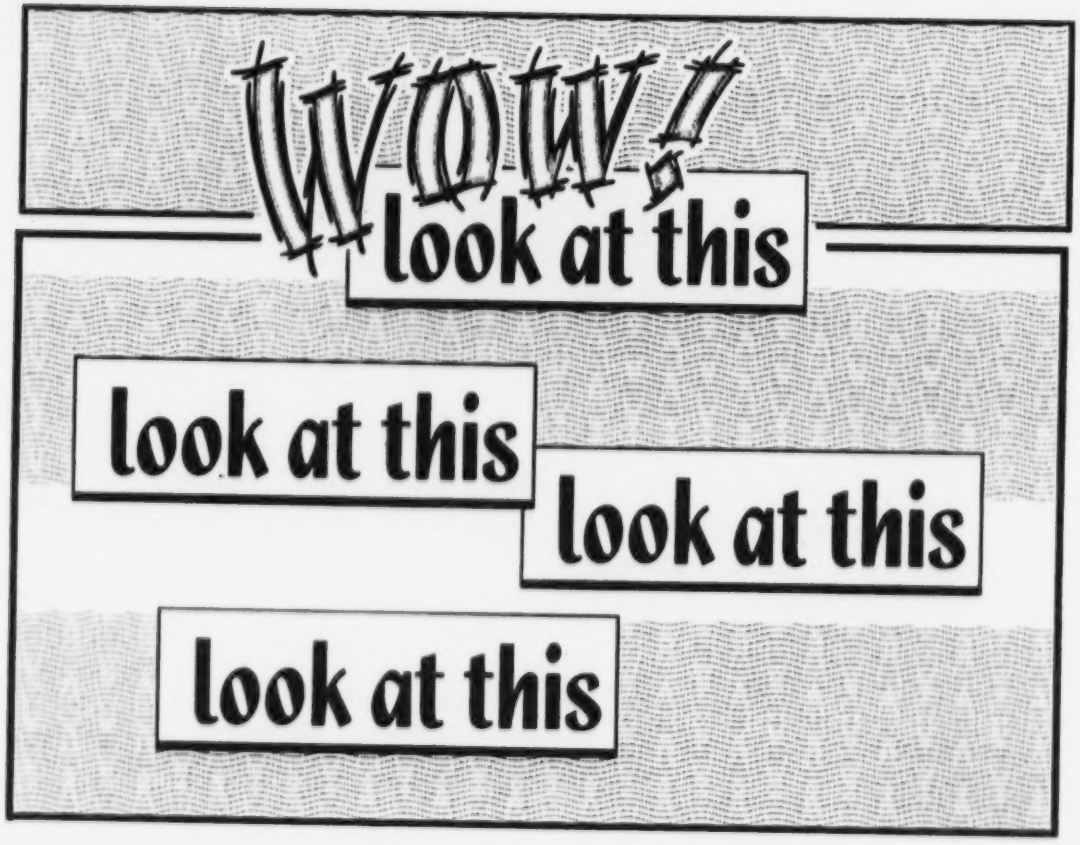
Handout # 6

BEST COPY AVAILABLE

Handout # 7-9



How To Be A More Responsible...


Wow!
look at this
look at this
look at this
look at this

OOPS!

OOPS!

OOPS!

OOPS!

Handout #12

Handout #13

Coupon

Expires Never

Coupon

Expires Never

Coupon

Expires Never

Coupon

Expires Never

Coupon

Expires Never

Coupon

Expires Never

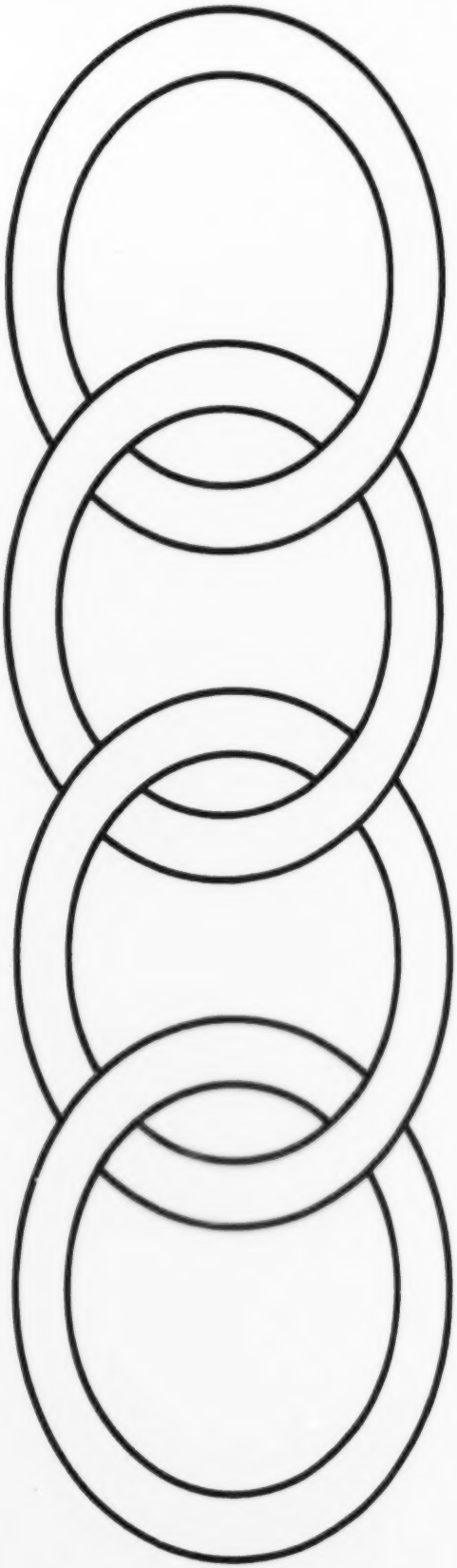
Coupon

Expires Never

Coupon

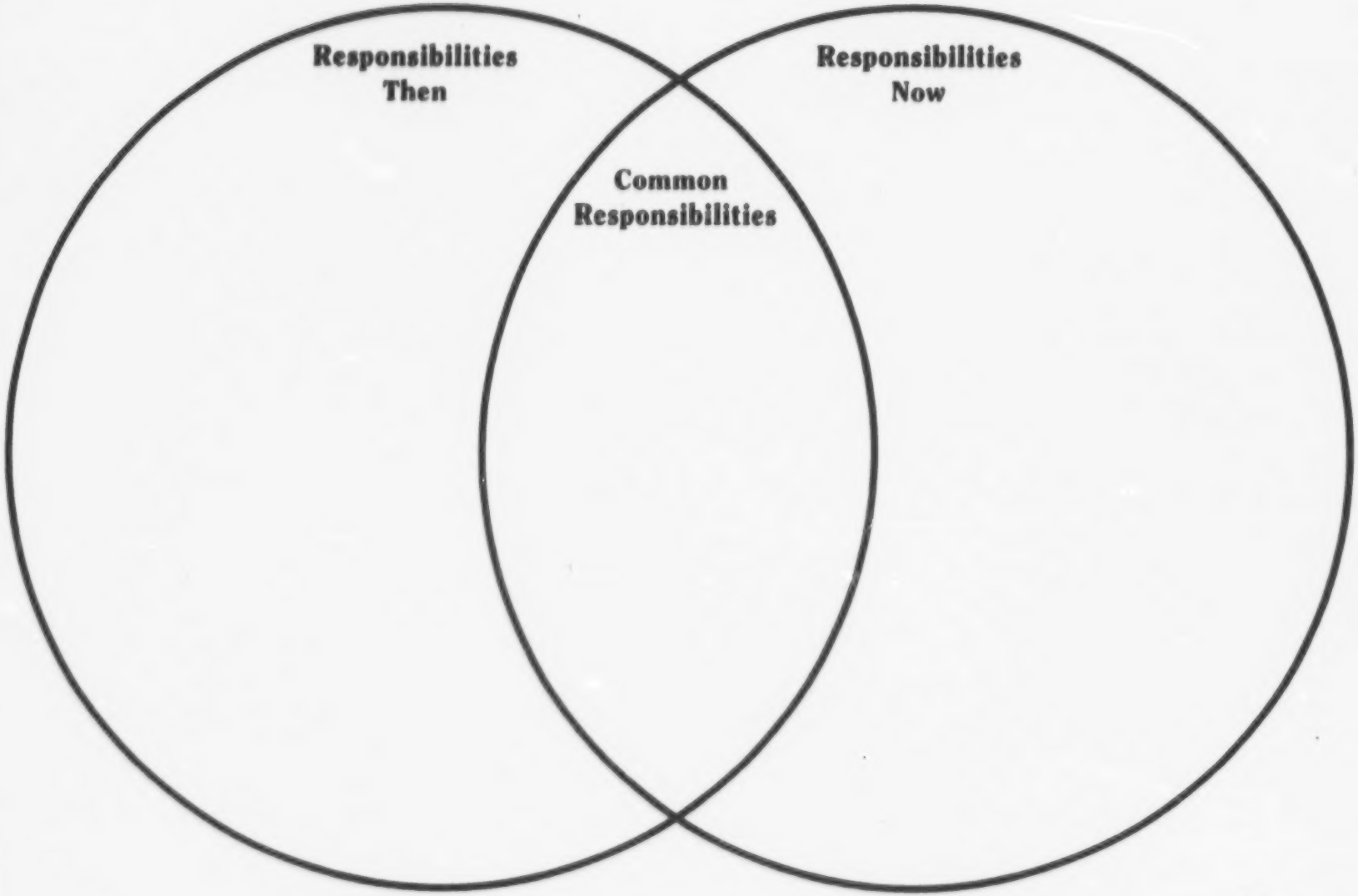
Expires Never

Handout #14



Story	Characters	Risks	Personal Consequences	Consequences for Others

Handout #16


Responsibilities
Then
Common
Responsibilities
Responsibilities
Now

Handout # 17

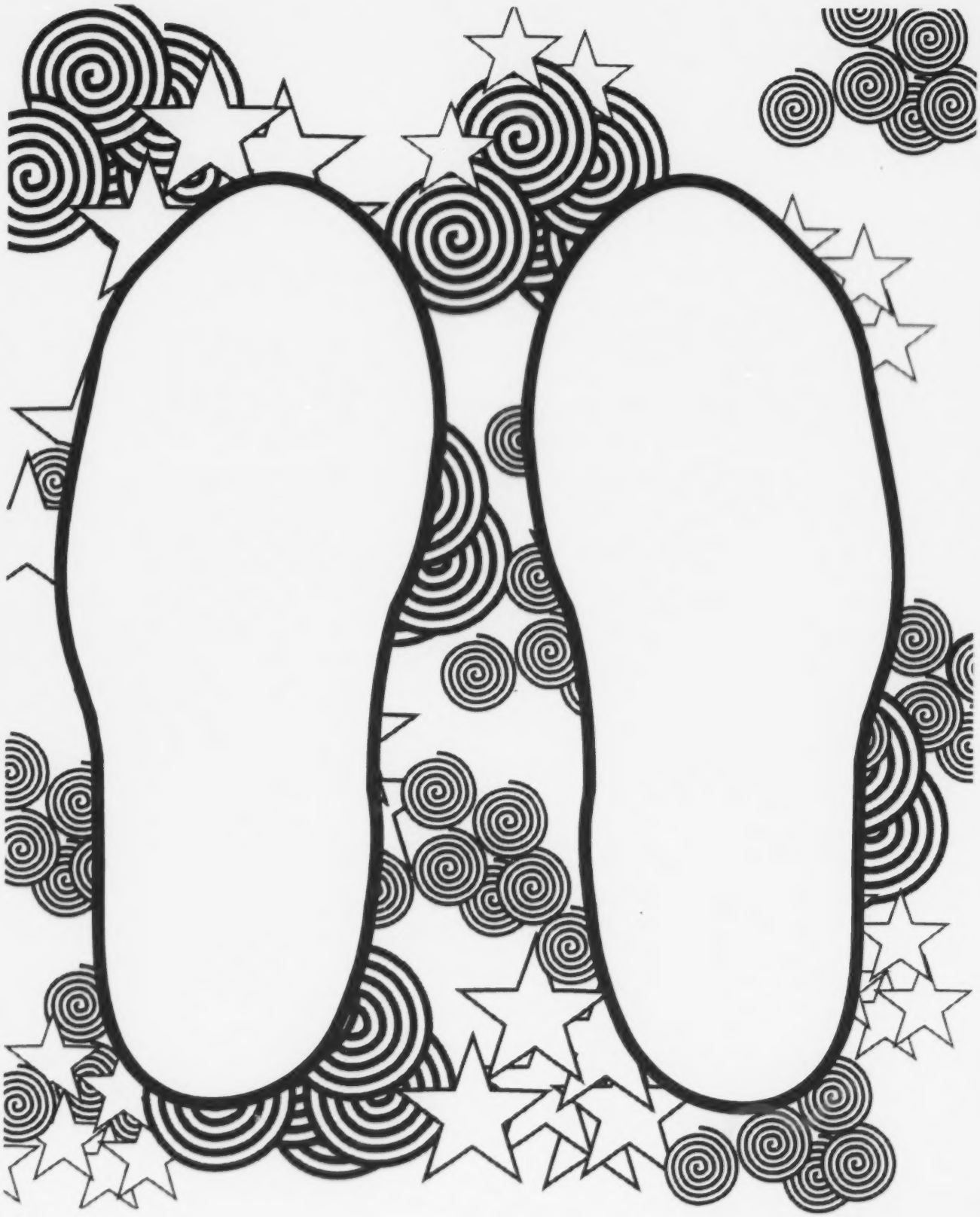
Creating a Fable

Title:
Characters in my fable:
The problem in my fable:
The actions in my fable:
How my fable ends:
The Moral in my fable:

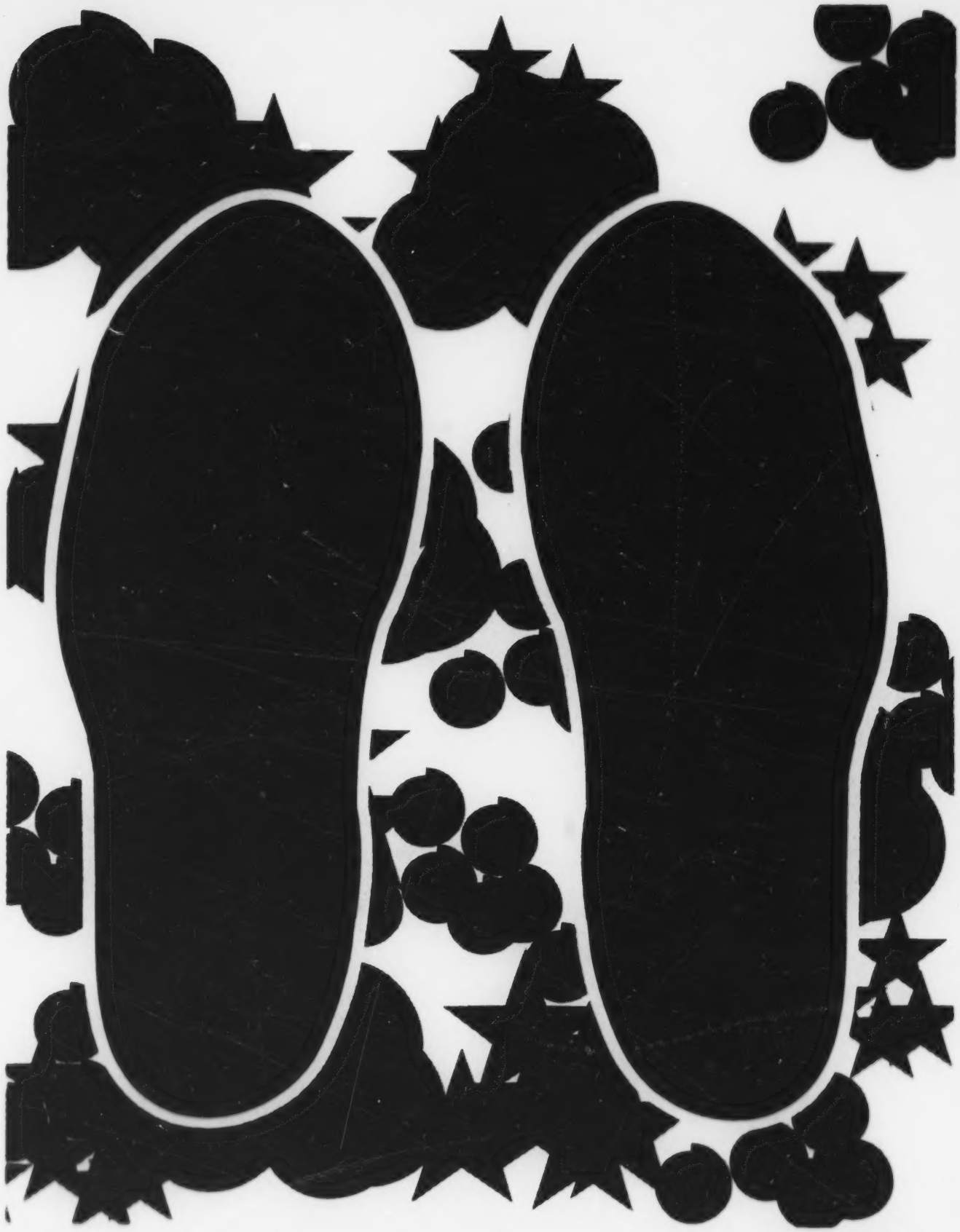
Analyzing a Fable

Story	Characters	Risks	Personal Consequences	Consequences for Others

Handout #18



Handout # 19A



Handout # 19B